

**SECOND LANGUAGE WRITING ANXIETY AMONG HIGH
PROFICIENCY TERTIARY LEVEL STUDENTS IN
UiTM MELAKA**

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ABSTRACT

Learners of second language experienced certain levels of anxiety in their writing process. It has been proven by researcher in the field of language acquisition that anxiety affects the learning process especially those who are of low proficiency level in the target language. This study however, focused on high proficiency tertiary level students particularly in their writing so as to find out the physical, cognitive and affective effects of L2 writing anxiety as well as its causes that affect the students' performance. This study was partially adopted from Atay and Kurt (2006) L2 writing anxiety among prospective teachers of English. A questionnaire, Second Language Writing Anxiety Inventory (SLWAI) which was developed by Cheng (2004) and an open-ended questionnaire which was developed by Atay and Kurt (2006) were used in collecting the data so as to meet the quantitative and qualitative nature of this study. New physical symptoms of L2 writing anxiety such as dryness in the throat and frequent eyes blinking were discovered in the study. Other than that, it was proven that jumbled thoughts and feelings of worry, uneasiness and fear were among the cognitive and affective effects of L2 writing anxiety among the students. As for the causes, it was found that time constraint, certain situations such as test and exams, certain people such as lecturers and smarter classmates, as well as other difficulties such as lack of knowledge in grammar and vocabulary were proven to trigger anxiety among the students.

ABSTRAK

Dalam proses mempelajari bahasa kedua, pelajar mengalami tahap kebimbangan tertentu. Ini telah dibuktikan oleh para penyelidik dalam bidang penguasaan bahasa bahawa kebimbangan mempengaruhi proses pembelajaran khususnya mereka yang mempunyai kemampuan rendah dalam bahasa tersebut. Namun, penyelidikan ini difokuskan pada pelajar universiti yang mempunyai kemampuan tinggi dalam bahasa Inggeris sebagai bahasa kedua khususnya dalam aspek penulisan. Kajian ini bertujuan untuk mengetahui kesan fizikal, kognitif dan afektif kebimbangan semasa penulisan dalam bahasa Inggeris serta penyebab yang mempengaruhi prestasi pelajar dalam penulisan mereka. Penyelidikan ini sebahagiannya diadaptasi dari kajian Atay dan Kurt (2006) berkenaan dengan kebimbangan semasa menulis dalam bahasa Inggeris sebagai bahasa kedua antara calon guru Bahasa Inggeris. Inventori SLWAI atau pun *Second Language Writing Anxiety Inventori* dibangunkan oleh Cheng (2004) dan inventori soalan struktur yang dibangunkan oleh Atay dan Kurt (2006) digunakan dalam pengumpulan data untuk memenuhi kajian yang berunsur kuantitatif dan kualitatif ini. Gejala atau symptom dari segi fizikal dalam masalah kebimbangan semasa menulis dalam bahasa kedua seperti kekeringan pada tekak dan simptom mengelip mata yang kerap telah ditemui dalam kajian ini. Selain itu, terbukti bahawa kecelaruan fikiran, perasaan bimbang dan takut merupakan di antara kesan-kesan kognitif dan afektif masalah kebimbangan semasa menulis dalam bahasa kedua, iaitu bahasa Inggeris di kalangan mahasiswa. Selain itu, telah didapati bahawa kekangan masa, situasi tertentu seperti ujian dan peperiksaan, orang-orang tertentu seperti pensyarah dan rakan sekelas lebih pandai, serta kesulitan lain seperti kurangnya pengetahuan dalam tata bahasa dan kosa kata terbukti sebagai pencetus kebimbangan semasa menulis dalam bahasa Inggeris.

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